



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

all acknowledge the freshness of its outlook, the acumen with which it is worked out, the charm of its presentation; the work has reached a seventh edition in France, and translations are many. The English version, which lies before us, is accurate and readable; its style improves—unless one is misled by the growing interest of the subject?—as the book proceeds. At any rate, it is in the early pages that I have noted inelegancies. "The formula exists well enough in a certain sense," "We might think of an immense avenue such as are to be seen in the forest," are sentences occurring in a single paragraph; "We must distinctly perceive, as though through a glass, a set-up mechanism," "A contemporary philosopher, an out-and-out arguer," are hardly model phrases; 'delimitate' is unnecessary, and 'Iéna' is not English. There is no index. E. B. T.

The Psychology of Education. J. WELTON. Macmillan & Co., Ltd. London, 1911. pp. 507.

In the author's words, "This book is a systematic treatise neither on psychology nor on education." It is intended rather to help teachers to form a practical psychology. All teachers, of course, have some such working theory, but they will be helped, the author thinks, by "generalisations from an experience wider than that of any individual educator, but of the same kind as those which each real educator makes." The teacher is advised that the psychology of value to him, that is, an understanding of the desires, plans, and thoughts of the child, is to be gained chiefly by observing the conduct of those in his charge, and by interpreting it in the light of his own conduct and his own experience, as known by introspection and especially by remote retrospection. The book, then, is a collection of such generalisations, under the chapter-headings: "Education and Psychology," "The Study of Mental Life," "Bodily Endowment," "General Mental Endowment," "Variations in Mental Endowment," "Nature of Experience," "Development of Interests," "Direction of Activity," "Learning by Direct Experience," "Learning through Communicated Experience," "Critical Thought," "Ideals," "Character." It is written at a common-sense level, and fails generally to consider technical and experimental work. W. S. FOSTER.

The Essentials of Mental Measurement. WILLIAM BROWN. The University Press, Cambridge, 1911. pp. 154.

The book is valuable to students in psychology and education as a careful and exceptionally concise presentation of quantitative theory, admirably supplemented by illustrations of its use and results in practice. Part I is a résumé of the general theory of mental measurement, with a description and comparison of the psychophysical methods. Part II deals with correlation. There is a discussion of its general meaning and use, and a clean-cut chapter on mathematical theory. Then follow a review and evaluation of the methods and treatment of data in historical investigations involving correlations. The author gives an account of a previously published investigation of his own, involving the correlation of mental abilities, and then discusses the significance of correlation for psychology in general, outlining the bounds of its usefulness. One is glad to note the emphasis the author puts upon the fact that, in measuring and comparing mental traits, psychology and method come first, mathematics and treatment of data afterward. W. S. FOSTER.